

**MOTIVATION, EFFECTIVENESS, AND EFFICIENCY
OF NON-TEACHING PERSONNEL OF STATE UNIVERSITIES
IN THE PROVINCE OF CEBU**

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IJSER

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ALMAE THERESE E. MARTINEZ

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ABSTRACT

Title: MOTIVATION, EFFECTIVENESS AND EFFICIENCY OF
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Author: Almae Therese E. Martinez

Degree: Doctor of Public Administration

School: Southwestern University

Adviser: Belinda R. Comahig

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CONTENT ANALYSIS

Objectives and Scope

This study determines the motivation, the level of effectiveness and efficiency of the non teaching personnel of selected state universities in the Province of Cebu. The findings of the study served as basis for the proposed action plan. This study utilized descriptive-correlation design using quantitative approach.

Findings

This study revealed that majority of the respondents were in the age bracket of 40 years old and above. It showed that the respondents are mostly male, married, college graduate, with 10 years in the government service.

There were significant relationships between the profile and level of motivation, profile and level of effectiveness, profile and level of efficiency. In terms of motivation, there were also significant relationship in terms of motivation and level of effectiveness, motivation and level of efficiency and effectivity and efficiency.

There was no significant difference among the level of motivation, effectiveness and efficiency of the non teaching personnel in the selected state universities in the Province of Cebu. This means that regardless of their profile,

this has nothing to do with their motivation, effectiveness and efficiency in the university.

Conclusion

Based on the findings of the study, the researcher concluded that the motivation, the level of effectiveness and efficiency of non teaching personnel in the selected state universities in the Province of Cebu have no significant relationships.

Recommendation

Based on the findings, it is highly recommended to adopt the proposed action plan.

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TABLE OF CONTENTS

TITLE PAGE	1
ABSTRACT	2
ACKNOWLEDGEMENT	4
TABLE OF CONTENTS	6
CHAPTER I	
THE PROBLEM AND ITS SCOPE	
INTRODUCTION	
Rationale of the Study	10
Theoretical Background	10
Statement of the Problem	23
Statement of the Null Hypothesis	25
Significance of the Study	25
METHODOLOGY	
Research Design	27
Research Environment	27
Research Respondents	27
Research Instruments	28
Research Procedures	29
Gathering of Data	29
Treatment of Data	30
DEFINITION OF TERMS	31

CHAPTER II

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Profile of the Subjects	33
Level of Motivation	35
Level of Effectiveness and Level of Efficiency	37
Test of Relationships	47
Hindering Factors	73
Theme 1: Limited Employees	76
Theme 2: Limited Funds and Resources	76
Proposed Action Plan	77

CHAPTER III

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of Findings	80
Conclusion	80
Recommendations	81

REFERENCES 82

APPENDICES 84

APPENDIX A-1	Transmittal Letter to SUC President III	85
APPENDIX A-2	Transmittal Letter to SUC Preseident IV	86
APPENDIX A-3	Transmittal Letter to the Respondents	87

CURRICULUM VITAE

88

LIST OF TABLES

Table No.	Title	Page
1	Profile of the Respondents	33
2	Level of Motivation of the Respondents	35
3.1.1	Self-Management	37
3.1.2	Professionalism and Ethics	38
3.1.3	Results Focus	39
3.1.4	Teamwork	40
3.1.5	Service Orientation	41
3.1.6	Innovation	43
3.1.7	Core Skills	44
4.1.	Profile and Level of Motivation	47
4.2.1	Age	48
4.2.2	Sex	49
4.2.3	Civil Status	50

4.2.4	Highest Educational Attainment	51
4.2.5	Years of Service	52
4.3.1	Age	53
4.3.2	Sex	54
4.3.3	Civil Status	56
4.3.4	Highest Educational Attainment	58
4.3.5	Years of service	59
4.4.1	Intrinsic Factors	60
4.4.2	Extrinsic Factors	62
4.5.1	Intrinsic Factors	64
4.5.2	Motivation and Level of Efficiency	66
4.5.3	Over all Co-relation	67
4.6	Effectivity and Efficiency	68
5	Test of Difference between the Level of Effectivity and Efficiency	72
6	Facilitating and Hindering Factors	73
7	Proposed Action Plan	79

Chapter I THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

The performance of the state universities and colleges in the Philippines is important in view of the long-standing issues and concerns that beset the country's system of higher education. In particular, the higher education subsector is haunted by issues of limited and equitable access to higher education, deteriorating quality of higher education due to inadequate faculty credentials, lack of overall vision, framework and plan for higher education which results to proliferation of low quality education institution.

In accordance with the pertinent provisions of Republic Act (RA 7722), otherwise known as the "Higher Education Act of 1994", the Commission on Higher Education was created in pursuant to the policy of the State to protect , foster and promote the right of all citizens to affordable quality education.

The researcher firmly believes that leaders are developed more by what they do than who they are. It is the action they take that determines success. Meaningful change requires that the government leaders and employees objectively confront assumptions about their agencies, operations, capabilities and mission requirements. Today's extraordinary challenges provide catalyst and opportunity to dramatically improve the government by initiating overdue reforms tackling inefficiencies that have long held it back.

It has been observed that, annually, the employees make Result-based Performance Management System (RPMS) to determine the evaluation if they are able to do their task effectively and efficiently.

The challenge of the readers of this study is that they will be able to determine the significant functions in the system that might be prevented in the future. Also we are living in different horizons that might trigger the existence of ailment that have never been expected. The readers will also help in their own little ways in motivating young individuals to be able to share what they learn especially from this thesis. Patience is one factor that makes research a success because with the help of the respondents, accurate and concise information can be gathered.

Theoretical Background

This study is anchored on the Herzberg-Hygiene Theory, which is also known as the Herzberg Two Factor Theory. The researcher found that there are certain characteristics that can be aligned with job satisfaction and other characteristics that are consistent with job dissatisfaction.

Some of the characteristics present when people are satisfied with their jobs included recognition, achievement, advancement and growth. For people that are dissatisfied, the consistent attributes are company policies, supervision, and salary and work conditions.

The characteristics of job dissatisfaction are called hygiene factors. Even when they are eliminated or remedied, people will not necessarily be motivated to do better at their jobs. To motivate the employees, one should focus on the factors of satisfaction like recognition, responsibility and achievements.

According to this theory, there are two steps to motivate employees. The first step is to eliminate job dissatisfaction and the second is to create conditions that lead to satisfaction. Poor company policies should be eliminated along with ensuring competitive wages and job security. Employees should be given opportunities for advancement, be recognized for their work and give more responsibilities to help motivate them.

While the theory has its detractors, it has been used successfully in developing employee motivation in companies for over half a century. Applying this theory systematically can help create motivated employees that will help a company succeed.

In relation to time management behaviors, some studies have focused on three types of behaviors that include: time assessment behavior, planning behavior and monitoring behavior (Claessens et al, 2007). Kaufman et al (1991) states that time assessment behaviors are aimed at awareness of here and now, or past, present and future and self-awareness of one's time use and they cover or help to accept tasks and responsibilities that fit within one's capabilities. In relation to planning behaviors, which include goals, planning tasks, prioritizing, making to-do lists, grouping tasks, aimed at effective use

of time (Macan, 1996). Monitoring behaviors focus on observing one's use of time while performing activities, generating a feedback loop that allows a limit to the influence of interruptions by others (Fox & Dwyer, 1996; Zijlstra et al., 1999; cited in Claessens et al. 2007).

"Intrinsic motivation is the reason why we perform certain activities for inherent satisfaction or pleasure; one might say performing one of these activities is reinforcing in-and-of itself."(Brown, 2007)

Women place their greatest workplace values on relationships, respect, communication, fairness, equity, collaboration and work-family balance. Interestingly, men do not tend to be especially aware of the factors that women value and women tend to overestimate how much men value money, status and power. (Hepworth (2002); Gareth and Jennifer (2003); Sousa-Poza and Sousa-Poza (2000) and Guth and Taguiri (2007).

Most front-line learning and performance professionals and their managers have encountered competencies or competency modeling in their careers. The goal is to address this deficiency so that these powerful, productivity-enhancing tools can be put to work in the organization. Competencies are more enduring than job tasks. Competencies focus on the characteristics of people who are successful performing the work. Competencies are part of people, not the work they do. Competencies do better in pinpointing the unique characteristics of people that lead to success. (Rothwell, 2011)

To train employees to be ethical which helps build a strong team and foster professionalism amongst employee thereby increasing work productivity (Zaineb, 2010)

Time and resources are allocated to the most important and impactful tasks. Employees must be made aware of high- and low-priority goals, tasks, processes, and customers. Processes must be developed to ensure that resources are allocated disproportionately to high priority tasks. (Sullivan, 2011)

Teamwork always helps in increasing workplace productivity since there is more input in the form of more ideas and minds at work. Working alone is not always the happiest situation either, especially in the field. Successful team building and working together is bound to bring out the best out of the employees (Jones, 2010).

Educated employees are more efficient employees it needs to take the time to thoroughly train all employees in dealing services towards the client that ensures they are completing tasks as efficiently as possible (Bekermeier).

Innovative workplaces are cost-effective, flexible, and sustainable work environments that support organizational change and collaborative work in successful styles. The end goal of an innovative workplace happens when provided with high- executives, performance work managers, designers, environments that maximize employee to actively participate productivity and

reduce long-term developing and operating expenses. (GSA Office of the Government Policy: Innovative Workplace: Benefits and Best Practices, 2006)

Without an effective system of communication in place, an organization will have difficulty in achieving goals and even in functioning properly. Communication here, by the way, is not just the simple use of devices, such as phones or verbal and written exchanges of information. Effective and efficient communication means that employees should know the hierarchy and expertise within the company. They should know who to reach out to regarding their concerns. Maintaining and enhancing productivity in the workplace is not always very easy to accomplish but it can also be boiled down to some simple concepts. (Boitnott, 2015).

Efficient electronic equipment with no connectivity issues and breakdowns will help save precious time. They should take the place of paper work, and yield fast results. Some of these include as laptops, tablet computers, latest applications and software that offers quick connectivity and access. (Jones, 2010)

According to the American Management Association Journal (2007), the external factors that influence organizational performance range from the skill level of the labor force to nature of today's environment. These elements are dynamic, not only influencing the need for organizational performance today but affecting how it will strive for peak performance in the future. Talent and skill of workforce, to become high performance organizations, they must have

the employees who possess the right skills, abilities and mindset. When the sufficient numbers of appropriately skilled workers cannot be found or trained, organizational performance is bound to suffer.

According to Mckinsey& Co. Executives, is to find a way for companies to incorporate an awareness of sociopolitical issues more systematically into their core strategic decision-making processes, recognizing that such issues can present not only risk but opportunities as well. The keys to managing threats and opportunities are the ability to plan proactively, craft industry alliances, and stay informed about social and political trends (Bonini, Mendonca and Oppenheim, 2006).

Influence of ethics, an ethical atmosphere in an organization is good for efficiency and the bottom line. Ethical attitudes tend to translate into ethical behavior, in turn enabling those who deal with the organization to develop trust in the system. A lack of trust in the organization's fair dealing means all transactions must be monitored closely, which takes time and drives up costs (Shaw, 2006).

According to M. Beard, (2012) that emotional maturity trait shows through confidence, sense of humor and awareness of one's impression on others. With self-regulation which controls impulse instead of being quick to react rashly, a person can reign his/her emotions and think before responding. He/She would be able to express himself/herself appropriately, such as being

conscientious and taking personal responsibility for his/her own work or deeds.

According to Valente (2014), professionalism is the conduct, aims or qualities that characterize or mark a profession or professional person; it implies quality of workmanship or service. Every organization knows that a professional reputation is the difference between success and failure and they seek to keep their most professional staff.

Professionalism is all about success and influence; having a reputation for excellence and being thought of as someone who exhibits professionalism under any circumstances can open doors for either in the workplace or in one's personal ambition.

According to Gensler, the most significant factor in workplace effectiveness is not collaboration, but rather individual focus work. Employees should focus on results and desired outcomes and how best to achieve them by setting high goals and works to achieve them, pushing self and others to reach milestones, looking for opportunities to help move a project along; volunteers to help others with projects or assignments, sees when analysis and discussion have served their purpose and moves to action, responds to setbacks with renewed and increased efforts; is persistent in the face of difficulty, willingly puts in extra time and effort in crisis situations; goes the "extra mile" to ensure the goal is met.

Increased efficiency in managing the workplace means that one becomes more productive when doing daily operations, following schedules, making communications, and collaborating with colleagues and the management. Moreover, efficient workplace management is a great way to save a significant amount of money and time. Obviously every person who wants to achieve excellence in daily planning and management should learn to manage the workplace and keep everything organized. (Linman, 2010)

Over a person's working life, he/she will work for and with superiors of varying capabilities and talents. He/She should learn how he felt when unjustly accused of poor performance. Hopefully, it will remember feelings before it can make the same mistakes with the people who report to him currently or in the future. (Lewis)

A leader pushes forward despite the obstacles which employees don't give up and remain focus on attaining results despite the obstacles and interruptions, sense of urgency for solving problems and getting work done in the most efficient manner and also complete workloads promptly and efficiently. (National Research Council Canada)

According to Forbes (2012), change can scare a lot of people, but in today's workplace – managing change is what keeps people relevant. Being held accountable for managing change and making things better in one's work is the new normal. Being responsible to generate results is one thing;

knowing how to make the results more sustainable. Being aware is a factor to recognize that a need for change exists.

According to Jennifer Wilson (2012), one must take personal responsibility. He/She cannot change the circumstances, the seasons or the wind, but he/she can change himself/herself. That is something one has charge of." Accrue the many benefits that stepping up and owning one's performance — good and bad — will bring. This is begun by taking personal responsibility for one's actions and outcomes today.

Creativity is an essential aspect of thinking outside the box as it allows a person to come up with completely different solutions to address a problem. The willingness to try things out does not only require courage but also the inner readiness to fail and to make a mistake. Whenever one is ready to search for the solution of a problem he/she has the chance to discover a way to solve whatever problem he faces. (Mueller, 2015)

When budgets are tight, the organization's stress level can jump up. Deadlines shorten, staff shrinks and everyone is doing more with less. Mindfulness reflects the ability to attend emotions, thoughts, sensations occurring in the present moment. Mindfulness may facilitate forms of problem solving that require insights and creative response. (Ostafin et al.2012) Mindfulness supports creative thinking and cognitive flexibilities by enhancing awareness, sensitivity, cognitive performance and strong associative thinking. (Horan, 2009)

One of the greatest skills that aids in conflict resolution is effective communication. (Markman, Stanley, Blumberg, Jenkins & Whiteley, 2004). One should speak calmly, give eye contact, smile when appropriate, and maintain an open and relaxed posture (Paterson, 2000). In order to overcome this communication challenge, there is a need to be aware of what messages body language and tone of voice one may be sending to others. (Paterson, 2000).

Total Quality Management is the umbrella concept encompassing good management techniques. TQM is a management approach of an organization-centered quality, based on the participation of all employees and aiming at long-term success. This will result in frontline satisfaction and benefit to all employees and society (Ramasamy, 2009)

The influence from nonverbal communication such as tone and visuals can have a greater impact than the spoken words. That is frequently used to define the relative impact of verbal and nonverbal messages based on experiments of communication of feelings and attitudes.(Mehrabian,2009).

ICTs have made it possible to have fast access to, and distribution of, information. They allow new ways of doing work in real time more efficiently and effectively. (Milligan, 2006).

Theory Y versus Theory X- in the book *The human Side of Enterprise* written by Douglas McGregor describes Theory X and Y. Theory X states that people are lazy, they are not concerned with their work, and the manager's

duty is to coerce or compel the employees to put in effort. Theory X presented by McGregor expresses three main norms that are:

1. Many people do not prefer to work and create all the imaginable reasons to avoid doing it.
2. Most people need to be forced, compelled, controlled, guided, terrorized or penalized to complete their jobs in order to accomplish goals and objectives of the organizations.
3. Generally, people like to be guided, to receive directions from top management or their colleagues; they are not eager to be held accountable for the work done by them, possess low motivation and low morale than others and concentrate greater on job protection instead of career goals.

According to this theory, displaying creativity and enthusiasm is the duty of the employee and if he fails to perform he is accountable for the failure (Drucker, The Practice of Management).

In Theory Y, employee behavior is different when they are dealt by their superiors differently. Theory Y considers employees are controlled by high order needs.

The Theory Y assumes that:

1. Most human beings do prefer to work and it is as normal as playing;
2. To attain goals, many people will use self-direction and self-discipline

3. To accomplish structural aims, benefits of satisfaction and self-actualization are acquired through worker inputs;
4. The normal human being not only takes but also pursues obligation;
5. Most of the workers are imaginative and creative in resolving administrative difficulties;
6. The rational capabilities of the normal human being are only partly appreciated. If a worker does not perform effectively and is not contributing productively it is considered that the manager has failed. Managers are also accountable if workers are not inspired adequately (Hunger and Wheelen).

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THE PROBLEM

Statement of the Problem

This study determines the motivation, effectiveness and efficiency of non teaching personnel of State Universities in the Province of Cebu.

The findings of the study served as bases for the proposed action plan.

Specifically, it answers the following queries:

1. What is the profile of non teaching personnel in the selected state universities in the Province of Cebu in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. highest educational attainment; and
 - 1.5. number of years as an employee in the State University?
2. What is the level of motivation of the respondents based on Herzberg Theory in terms of:
 - 2.1. Intrinsic motivation and
 - 2.2. Extrinsic motivation?
3. What is the level of effectiveness and efficiency of the respondents in terms of:
 - 3.1. Core Behavioral Competencies
 - 3.1.1. Self Management;
 - 3.1.2. Professionalism and Ethics;

3.1.3. Results Focus;

3.1.4. Teamwork;

3.1.5. Service Orientation; and

3.1.6. Innovation?

3.2. Core Skills

3.2.1. Oral Communication;

3.2.2. Written Communication; and

3.2.3. Computer/ ICT Skills?

4. Is there a significant relationship between:

4.1. Profile and Level of Motivation;

4.2. Profile and Level of Effectiveness;

4.3. Profile and Level of Efficiency;

4.4. Motivation and Level of Effectiveness;

4.5. Motivation and Level of Efficiency; and

4.6. Effectivity and Efficiency?

5. Is there a significant difference between the Level of effectivity and efficiency among the respondents?

6. What are the factors that may influence the motivation level of effectiveness and level of efficiency among the respondents?

7. What action plan can be recommended based on the findings of the study?

Statement of the Null Hypotheses

Ho1: There is no significant relationship between;

- Profile and Level of Effectiveness
- Profile and Level of Efficiency
- Level of Effectiveness and Level of Efficiency

Ho2: There is no significant difference between the Level of Effectiveness and Level of Efficiency

Significance of the Study

This study is beneficial to the following individuals and entities:

Non-Teaching Personnel. They are the beneficiaries of the programs; hence, changes made by the sections heads in the department level are in congruence with their present condition to effectively deliver the basic services as expected by the constituents.

State Universities. The findings of this study will provide the necessary information in the status and condition of the universities. It will have a baseline on its performance in the governance. The data will further provide the universities basis in making of programs and intervention to enhance development.

Section Heads. The section head will be equipped with the first hand data which can be used as guide in implementing their plans and programs.

Students- the researcher will gather additional information regarding the nonteaching personnel in the state universities

The Researcher. This will help benefit the researcher in one way or another; hence she will be guided in making proposals for motivation, effectiveness and efficiencies of non-teaching personnel in the State Universities in the Province of Cebu.

Future Researchers. The output of this study will serve as a future reference in conducting similar studies to better improve the effectiveness and efficiencies of personnel.

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METHODOLOGY

Research Design

This study utilized the descriptive-correlational survey employing both qualitative and quantitative techniques to determine the relationship of motivation, effectiveness and efficiency of non-teaching personnel. Data are collected through the use of questionnaire guide.

Research Environment

The study was conducted in two selected state universities in the Province of Cebu, namely: Cebu Normal University and Cebu Technological University. These are institutions of the Philippine government responsible for ensuring access to promote equity and improving the quality of education. Cebu Normal University is located in Osmeña Boulevard nearby Abellana National School and Abellana Sports Complex which is very accessible and convenient and easy to find. Cebu Technological University is an educational institution considered as center of excellence for technology education. It is located at M.J. Cuenco Avenue, Cebu City.

Permission to conduct the study was sought from the HR departments of the two state universities, respectively.

Research Respondents

The non teaching personnel of these state universities were the respondents of this study selected by purposive and convenient sampling techniques. The clients were present at the time of the data collection and

were willing to participate in evaluating the motivation, effectiveness and efficiency of non-teaching personnel.

State University	Population
CNU non teaching personnel	32
CTU non teaching personnel	47
TOTAL	79

Research Instruments

The researcher utilized a modified standardized tool based on Result-based Performance Management System (RPMS) . The research instrument consisted of three (3) parts. The first part was devised to collect the respondent's profile in terms of age, sex, civil status, highest educational attainment, number of years as personnel in the selected state universities.

The second part was arranged to determine the level of motivation of the non teaching personnel in the selected state universities in the province of Cebu.

Parameter Limits	Scale	Level of Response	Interpretation
1.00 – 1.75	1	Not motivated at all	Very Low
1.76 – 2.50	2	Less motivated	Low
2.51 – 3.25	3	Motivated	High
3.26 – 4.00	4	Most Motivated	Very High

The third is the level of effectiveness and the level of efficiency of non-teaching personnel, and lastly, the motivational part is composed of items which the respondents rate accordingly.

Parameter Limits	Scale	Level of Response	Interpretation
1.00 – 1.75	1	Not effective, not efficient at all	Very Low
1.76 – 2.50	2	Less Effective, Less Efficient	Low
2.51 – 3.25	3	Effective, Efficient	High
3.26 – 4.00	4	Most Effective, Most Efficient	Very High

The respondents were asked to answer in reference to statements based on a Likert scale to determine the impact based on the level of motivation, level of effectiveness and efficiency of non teaching personnel in the state universities.

Research Procedures

Data Gathering

The researcher of the study requested approval from the Dean, College of Management and Accountancy to conduct the study through a formal letter request undersigned by the researcher and noted by the research adviser. The approved letter was submitted to Cebu Normal University and Cebu Technological University. A letter and informed consent addressed to the respondents was attached to the questionnaire form which informs the respondents of the purpose and scope the study.

After the necessary preliminaries in conducting a study had been satisfied and secured, the researcher started administering the instrument to the respondents. They were asked to rate the non-teaching personnel in the State University in the Province of Cebu. After the data had been collected, it was collated and compiled. Appropriate statistical methods were employed in order to interpret fairly the results of the gathered data.

Treatment of Data

The following statistical treatments were used in this study.

Simple Percentage was used to treat data on demographic profile of the respondents.

Weighted Mean was utilized to determine the level of effectiveness and the level of efficiency of the respondents.

Chi-square Test of Independent Samples was used to test the relationship between the profile variables and the level of effectiveness and the level of efficiency of non-teaching personnel of State University in the Province of Cebu.

T- Test was used to determine the significant difference in the perception of the respondents and the quality of service they rendered.

Thematic Content Analysis was used to determine the facilitating and hindering factors gathered from the interview of the respondents.

DEFINITION OF TERMS

To facilitate clear understanding of some terms used in the study, the following are defined operationally:

Clients- refers to the people who are the recipients of the services

Core behavioral competencies - characterizes fundamental knowledge, ability or expertise in a specific subject area or skill set

Result-based Performance Management System (RPMS) - strategies, methods, tools and rewards for assessing the accomplishment. This will measure and reward higher levels of performance of the various units and development planning of all personnel in all levels

Effectiveness - capability of producing desired results

Ethics - respect the rightness and wrongness of certain actions

Extrinsic - coming from the outside of something

Information and Communication Technology (ICT Skills) - technologies that provide access to information through telecommunication, broadcast media, audiovisual processing and transmission system and network-based control and monitoring functions

Innovation - act of introducing new ideas, devices or methods

Intrinsic - belonging to essential nature of a thing

Level of Effectiveness - the degree to which objectives are achieved and which targeted problems are solved

Efficiency - able to accomplish something with less amount of time

Level of Efficiency- the level of performance that describe the process that uses lesser amount of time

Motivation- stimulate desire and energy to attain a goal

Oral Communication- ability to talk with others in order to give and exchange information and ideas such as asking questions, give and explain directions, coordinate work tasks

Self Management- taking of responsibility for one's behavior and well-being

Professionalism- skill, good judgment and polite behavior that is expected from a person who is trained to do the job well

Results focus- concentrates on achieving purpose rather than distracted by other matters

Teamwork- the work done by people who work together as team to do something

Service orientation- considers client's needs and satisfaction their major priorities which responds promptly and respectfully to client's complaint and queries and dealing sensitively with community issues

Written communication- communicate by means of written symbols such as printed or handwritten

CHAPTER II

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered, its analysis and interpretation of the findings.

I. PROFILE OF RESPONDENTS

Table 1
Profile of the Respondents

Profiles	Frequency, n = 79	Percentage, %
Age		
1 (20-25 years old)	17	21.52
2 (26-30 years old)	12	15.19
3 (31-35 years old)	14	17.72
4 (36-40 years old)	10	12.66
5 (41 years old and above)	26	32.91
Sex		
1 (Male)	42	53.16
2 (Female)	37	46.84
Civil Status		
1 (Single)	39	49.37
2 (Married)	40	50.63
Highest Educational Attainment		
5 (College Level)	8	10.13
6 (College Graduate)	40	50.63
7 (Masteral Level)	25	31.65
8 (Masteral Graduate)	6	7.59
Years of service		
1 (1-2 years)	19	24.05
2 (3-4 years)	13	16.46
3 (5-6 years)	12	15.19
4 (7-8 years)	2	2.53
5 (9-10 years)	9	11.39
6 (11 years and above)	24	30.38

Table 1 reveals that 17 or 21.52% of the respondents were within the age interval of 20 to 25 years old. There were 12 or 15.19% within the age

interval of 26 to 30 years old. Meanwhile, about 14 or 17.72% of the respondents were within the age interval of 31 to 35 years old; 10 or 12.66% were within the interval of 36 to 40 years old. Hence, the study reveals that majority of the respondents were 26 or 32.91% of the respondents were within the age of 41 years old and above. With respect to the respondents' sex, the table shows that 42 or 53.16% were males while 37 or 46.84% were females. Hence, majority of the respondents were male. As to civil status, 39 or 49.37% were single; and 40 or 50.63% were married. It is further revealed that 8 or 10.13% were college level. Majority of 40 or 50.63% were college graduates and 6 or 7.59% were Masters' degree holders. As to the respondents' number of years of service in the government, the table shows that 19 or 24.05% have been in service for one to two years. There were 13 or 16.46% of the respondents who have served from three to four years in the government service; 12 or 15.19% of the respondents have been in government service from five to six years. Only 2 or 2.53% were in the service from seven to eight years; 9 or 11.39% for nine to ten years. Lastly, 24 or 30.38% of the respondents have been in the government service for eleven years and above.

II. LEVEL OF MOTIVATION

Table 2
Level of Motivation of the Respondents

MOTIVATION	Mean	SD	Intptn	Mean	SD	Intptn
Extrinsic						
1. Money motivates me to exert more effort in work.	3.19	0.64	High	3.36	0.79	Very High
2. Job security motivates me to higher performance.	3.34	0.48	Very High	3.51	0.55	Very High
4. Attractive benefit packages will boost my motivation to work hard.	3.22	0.75	High	3.47	0.58	Very High
Mean	3.25	0.50	High	3.45	0.47	Very High
Intrinsic						
3. A positive working environment is important for me to perform well on my job.	3.84	0.45	Very High	3.74	0.49	Very High
5. I believe having an internal communication channel is what it takes to bring about a motivated workforce.	3.66	0.48	Very High	3.53	0.55	Very High
6. A good relationship with whom I work is motivating factor.	3.88	0.34	Very High	3.60	0.50	Very High
7. My appraisal is an important way to help me continuously improve performance.	3.28	0.68	Very High	3.60	0.58	Very High
8. Skills training provide me the confidence to put more effort to perform better in my job.	3.44	0.56	Very High	3.55	0.69	Very High
9. When I receive recognition, I am more motivated to perform better.	3.25	0.62	High	3.49	0.66	Very High
10. Gaining respect from others motivates me to do well.	3.66	0.48	Very High	3.57	0.65	Very High
11. If I get career advancement, I will be motivated.	3.31	0.54	Very High	3.68	0.47	Very High
12. I am motivated by interesting work.	3.44	0.50	Very High	3.64	0.49	Very High
13. More responsibility motivates me to higher performance.	3.22	0.55	High	3.60	0.54	Very High
14. If I am granted autonomy at work, I will be motivated	3.28	0.52	Very High	3.57	0.54	Very High
Mean	3.48	0.30	Very High	3.60	0.35	Very High
Grand Mean	3.43	0.29	Very High	3.57	0.32	Very High

Parameter Limits	Scale	Level of Response	Interpretation
1.00 – 1.75	1	Not motivated at all	Very Low
1.76 – 2.50	2	Less motivated	Low
2.51 – 3.25	3	Motivated	High
3.26 – 4.00	4	Most Motivated	Very High

Table 2 shows the level of motivation of the respondents. In terms of extrinsic motivation which states that *Attractive benefit packages will boost my motivation to work hard*, respondents from CNU rated it high (3.22) while respondents from CTU rated it Very High (3.47). From the researcher's

insights, one of the reasons that the employees are motivated is driven by rewards, money and fame. Extrinsically motivated employees tend to focus on their performance outcome which is anchored from Kendra Cherry (2016) which states that extrinsic rewards can be used to motivate people to acquire new skills or knowledge. External rewards can also be a source of feedback, allowing people to know when their performance has achieved a standard deserving of reinforcement.

In terms of intrinsic motivation that states that *When I receive recognition, I am more motivated to perform better*, CNU respondents rated it high (3.25) while CTU respondents rated it very high (3.29). In terms of intrinsic motivation which states that *More responsibility motivates me to higher performance*, CNU respondents rated it high (3.22) while CTU respondents rated it very high (3.60). It is then inferred that intrinsically motivated employee work hard for internal reasons, particularly pure enjoyment and satisfaction which is anchored on Kendra Cherry's (2016), which states that intrinsic motivation involves engaging behavior because it is personally rewarding essentially on performing activity for its own sake rather than desire for external rewards.

III. Level of Effectiveness and Level of Efficiency

3.1 Core Behavioral Competencies

Table 3.1.1.
Self Management

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Statements	CNU			CTU		
Mean	SD	Intpt n	Mean	SD	Intpt n	I. Core Behavioral Competencies	Mean	SD	Intptn	Mean	SD	Intp tn
						A. Self Management						
3.56	0.50	Very High	3.38	0.57	Very High	1. Set personal goals and direction, needs and development.	3.53	0.51	Very High	3.45	0.58	Very High
3.41	0.50	Very High	3.34	0.52	Very High	2. Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	3.34	0.60	Very High	3.26	0.61	Very High
3.69	0.47	Very High	3.23	0.56	High	3. Displays emotional maturity and enthusiasm	3.59	0.50	Very High	3.45	0.54	Very High
3.72	0.46	Very High	3.55	0.50	Very High	4. Prioritize work tasks and schedules to achieve goals.	3.78	0.42	Very High	3.40	0.58	Very High
3.50	0.51	Very High	3.43	0.65	Very High	5. Set high quality, challenging, realistic goals for self and others.	3.59	0.50	Very High	3.49	0.59	Very High
3.58	0.35	Very High	3.39	0.37	Very High	Mean	3.57	0.37	Very High	3.41	0.36	Very High

Table 3 shows the level of effectiveness and efficiency of the respondents in terms of Core Behavioral Competencies specifically on self-management in terms of displaying emotional maturity and enthusiasm. The respondents from CNU rated it as very high (3.69); the same goes to CTU respondents (3.23). It is inferred that emotional maturity is an important trait in the workplace , especially when excellence is expected at work. Self awareness makes conscious about one’s feelings and why he/she feels.

According to M. Beard (2012), emotional maturity is shown through confidence, sense of humor and awareness of impression on others.

Table 3.1.2
Professionalism and Ethics

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Statements	CNU			CTU		
Mean	SD	Intptn	Mean	SD	Intptn	I. Core Behavioral Competencies	Mean	SD	Intptn	Mean	SD	Intptn
						B. Professionalism and Ethics						
3.69	0.47	Very High	3.47	0.50	Very High	1. Demonstrates the values and behavior in the Norms of Conduct and Ethical Standard for public officials and employees.	3.69	0.47	Very High	3.51	0.55	Very High
3.59	0.50	Very High	3.43	0.62	Very High	2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	3.66	0.48	Very High	3.55	0.50	Very High
3.66	0.48	Very High	3.40	0.58	Very High	3. Maintains a professional image being trustworthy, regularity of attendance and punctuality, good grooming and communications.	3.56	0.50	Very High	3.40	0.58	Very High
3.59	0.50	Very High	3.36	0.70	Very High	4. Makes personal sacrifices to meet the organization's needs.	3.34	0.48	Very High	3.51	0.59	Very High
3.66	0.48	Very High	3.49	0.51	Very High	5. Act with a sense of urgency and responsibility to meet the organization needs, improve systems and help others their effectiveness	3.53	0.51	Very High	3.47	0.50	Very High
3.64	0.29	Very High	3.43	0.42	Very High	Mean	3.56	0.34	Very High	3.49	0.42	Very High

In terms of Core Behavioral Competencies specifically on Professionalism and Ethics, the ratings of the respondents from CNU and CTU are Very High. The result of the study reveals that the two state universities adhere to high conduct as mark of a professional person. According to Valente (2014), professionalism is all about success and influence. Having a reputation for excellence and being thought of as someone who exhibits professionalism under any circumstances can open doors either in the workplace or in one's personal ambition.

Table 3.1.3
Results Focus

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Statements	CNU			CTU		
Mean	SD	Intptn	Mean	SD	Intptn	I. Core Behavioral Competencies	Mean	SD	Intptn	Mean	SD	Intptn
						C. Results Focus						
3.47	0.57	Very High	3.30	0.51	Very High	1. Achieve results with optima use of time and resources most of the time.	3.44	0.56	Very High	3.36	0.57	Very High
3.53	0.51	Very High	3.28	0.62	Very High	2. Avoids rework, mistake and wastage through effective work methods by placing before personal needs.	3.34	0.48	Very High	3.34	0.64	Very High
3.28	0.46	Very High	3.21	0.62	High	3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently.	3.16	0.63	High	3.34	0.48	Very High
3.22	0.55	High	3.26	0.57	Very High	4. Expresses a desire to do better and may express frustration at waste or inefficiency.	3.25	0.57	High	3.34	0.60	Very High
3.44	0.50	Very High	3.17	0.67	High	5. Makes specific changes in the system or in own work methods to improve performance.	3.44	0.50	Very High	3.28	0.71	Very High
3.39	0.34	Very High	3.24	0.45	High	Mean	3.33	0.35	Very High	3.33	0.47	Very High

In Core Behavioral Competencies specifically on Results Focus in terms of *delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently*, the respondents from CNU rated it very high (3.28) while respondents from CTU was high (3.21). In this context employees focus on results and desired outcomes and how to achieve it best by setting high goals and working to achieve them. The most significant factor in workplace effectiveness is not collaboration, but rather individual focus on work (Gensler).

In terms of level of Efficiency of Core behavioral competencies in terms of *delivers error-free outputs most of the time by conforming to standard*

operating procedures correctly and consistently, CNU respondents' rating was high (3.16) while CTU respondents' rating was very high (3.34); *expresses a desire to do better and may express frustration at waste or inefficiently*, CNU respondents rated it high (3.22) while CTU respondents rated it very high (3.26); *expresses a desire to do better and may express frustration at waste or inefficiently*, the CNU respondents rated it high (3.25) while CTU respondents rated it very high (3.34). In a particular workplace the key in making one's self more efficient and increasing productivity is through organizing the things surrounding the working space. According to Linman (2010) every person who wants to achieve excellence in daily planning and management should learn to manage the workplace and keep everything organized.

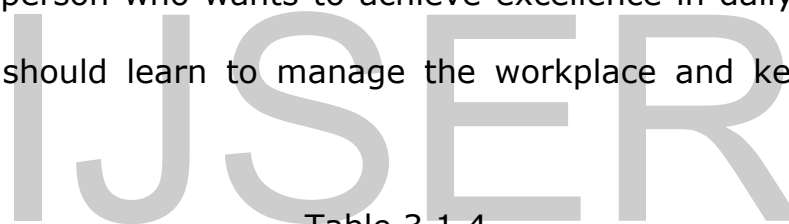


Table 3.1.4
Teamwork

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Statements	CNU			CTU		
Mean	SD	Intptn	Mean	SD	Intptn		Mean	SD	Intptn	Mean	SD	Intptn
3.81	0.47	Very High	3.57	0.50	Very High	D. Teamwork	3.78	0.49	Very High	3.60	0.61	Very High
3.81	0.47	Very High	3.45	0.58	Very High	1. Willingly does her/his share of responsibility.	3.81	0.47	Very High	3.45	0.58	Very High
3.75	0.44	Very High	3.32	0.66	Very High	2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	3.72	0.52	Very High	3.45	0.54	Very High
3.75	0.44	Very High	3.49	0.55	Very High	3. Applies negotiation principles in arriving win-win agreements	3.75	0.44	Very High	3.49	0.55	Very High
3.78	0.42	Very High	3.49	0.55	Very High	4. Drives consensus and team ownership of decisions.	3.78	0.42	Very High	3.57	0.50	Very High
3.78	0.38	Very High	3.46	0.43	Very High	5. Works constructively and collaboratively with others	3.77	0.41	Very High	3.51	0.40	Very High
						Mean	3.77	0.41	Very High	3.51	0.40	Very High

The level of effectiveness and efficiency of Core Behavioral Competencies in terms of teamwork was rated very high by both CNU and CTU respondents. The results support the researcher’s insight that employees should promote cooperation and commitment within a team to achieve goals and deliverables, working together to solve problems, helping remove barriers to team productivity and success.

Table 3.1.5
Service Orientation

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Indicators	CNU			CTU		
Mean	SD	Intptn	Mean	SD	Intptn		Mean	SD	Intptn	Mean	SD	Intptn
						I. Core Behavioral Competencies						
						E. Service Orientation						
3.34	0.48	Very High	3.28	0.65	Very High	1. Explain and articulate organizational directions, issues and problems.	3.38	0.49	Very High	3.36	0.57	Very High
3.50	0.51	Very High	3.23	0.67	High	2. Takes personal responsibility for dealing with and or correcting customer service issues and concerns	3.56	0.50	Very High	3.28	0.68	Very High
3.44	0.56	Very High	3.38	0.61	Very High	3. Initiates activities that promotes advocacy for men and women empowerment.	3.44	0.56	Very High	3.30	0.66	Very High
3.38	0.66	Very High	3.17	0.76	High	4. Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.	3.28	0.63	Very High	3.19	0.58	High
3.41	0.56	Very High	3.30	0.59	Very High	5. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	3.44	0.56	Very High	3.34	0.52	Very High
3.41	0.40	Very High	3.27	0.50	Very High	Mean	3.42	0.43	Very High	3.29	0.46	Very High

The level of effectiveness of core values in terms of service orientation, *takes personal responsibility for dealing with and or*

correcting customer service issues and concerns, CNU respondents rated it as very high (3.50) while CTU respondents (3.23). In terms of participating in updating of office vision, mission, mandates and strategies based strategies and directions, CNU respondents rated as very high (3.38) while CTU respondents rated as high (3.17). The selected universities have raised questions and complaints in a timely manner. According to Jennifer Wilson (2012), one must take personal responsibility. He/She cannot change the circumstances, the seasons or the wind, but he/she can change oneself. Thus he/she must begin taking personal responsibility for his/her actions and outcomes today.

IJSER

Table 3.1.6
Innovation

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Indicators	CNU			CTU		
Mean	SD	Intptn	Mean	SD	Intptn	F. Innovation	Mean	SD	Intptn	Mean	SD	Intptn
3.44	0.50	Very High	3.34	0.60	Very High	1. Examines the root cause of problems and suggests effective solutions.	3.38	0.49	Very High	3.36	0.57	Very High
3.41	0.50	Very High	3.19	0.65	High	2. Demonstrates an ability to think "beyond the box".	3.22	0.49	High	3.32	0.59	Very High
3.41	0.50	Very High	3.38	0.53	Very High	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	3.31	0.54	Very High	3.36	0.53	Very High
3.22	0.55	High	3.26	0.53	Very High	4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	3.13	0.55	High	3.34	0.60	Very High
3.19	0.54	High	3.19	0.54	High	5. Uses ingenious methods to accomplish responsibilities	3.19	0.54	High	3.36	0.57	Very High
3.33	0.41	Very High	3.27	0.41	Very High	Mean	3.24	0.45	High	3.35	0.39	Very High
3.52	0.24	Very High	3.34	0.35	Very High	Grand Mean	3.48	0.27	Very High	3.40	0.35	Very High

On effectiveness and efficiency of core behavioral competencies in terms of innovation, specifically translating creative thinking into tangible changes and solutions that improve the work unit and organization, the CNU respondents' rating was high (3.22) while CTU respondents' was very high (3.26); on demonstrating ability to think "beyond the box", the CNU respondents' rating was high (3.22) while CTU respondents' rating was very high (3.32); both groups of respondents were high (3.19) on using ingenious methods to accomplish responsibilities. The results support the researcher's insight that open exchange of ideas among employees at all levels at all times

allows coming up with completely different solutions to address the problem. According to Mueller (2015) whenever one is ready to search for the solution of a problem he/she has the chance to discover a way to solve whatever problem he faces. (Mueller, 2015).

Table 3.1
Core Skills

Level of Effectiveness						Statements	Level of Efficiency					
CNU			CTU			Statements	CNU			CTU		
Mean	SD	Intptn	Mean	SD	Intptn		Mean	SD	Intptn	Mean	SD	Intptn
						II. Core Skills						
						A. Oral Communication						
3.66	0.48	Very High	3.49	0.55	Very High	1. Follows instructions accurately.	3.59	0.50	Very High	3.43	0.58	Very High
3.59	0.56	Very High	3.53	0.55	Very High	2. Expresses self clearly, fluently and articulately.	3.66	0.48	Very High	3.57	0.50	Very High
3.63	0.49	Very High	3.40	0.61	Very High	3. Uses appropriate medium for the message.	3.53	0.51	Very High	3.43	0.62	Very High
3.66	0.48	Very High	3.34	0.56	Very High	4. Adjust communication style to others.	3.56	0.56	Very High	3.49	0.59	Very High
3.53	0.57	Very High	3.30	0.55	Very High	5. Guides discussions between and among peers to meet an objective.	3.53	0.57	Very High	3.30	0.62	Very High
3.61	0.42	Very High	3.41	0.46	Very High	Mean	3.58	0.43	Very High	3.44	0.45	Very High
						B. Written Communication						
2.97	0.47	High	3.09	0.58	High	1. Knows the different written business communication formats used in the DepEd.	3.13	0.55	High	3.19	0.61	High
3.22	0.61	High	3.26	0.53	Very High	2. Writes routine correspondence/ communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical errors.	3.25	0.62	High	3.30	0.55	Very High
3.28	0.52	Very High	3.21	0.51	High	3. Secures information from required reference.	3.19	0.54	High	3.36	0.53	Very High
3.25	0.51	High	3.28	0.54	Very High	4. Self-edits words, numbers, phonetic notation and content, if necessary.	3.28	0.58	Very High	3.19	0.50	High
3.28	0.52	Very High	3.11	0.70	High	5. Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications.	3.19	0.54	High	3.36	0.53	Very High
3.20	0.40	High	3.19	0.44	High	Mean	3.21	0.47	High	3.28	0.40	Very High
						C. Computer/ ICT Skills						
3.28	0.68	Very High	3.23	0.52	High	1. Prepares basic compositions and graphic presentations using Word Processing and Excel.	3.34	0.70	Very High	3.34	0.60	Very High
3.03	0.74	High	3.13	0.68	High	2. Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals.	3.09	0.73	High	3.30	0.62	Very High
3.03	0.86	High	3.30	0.62	Very High	3. Prepares simple presentation using Powerpoint.	3.00	0.88	High	3.36	0.57	Very High
3.19	0.74	High	3.30	0.46	Very High	4. Utilizes technologies to access information to enhance professional productivity, assists in conducting research and communicate through local and global professional network.	3.16	0.77	High	3.38	0.61	Very High
3.19	0.69	High	3.38	0.53	Very High	5. Recommends appropriate and updated. Technology to enhance productivity and professional practice.	3.19	0.74	High	3.36	0.64	Very High
3.14	0.66	High	3.27	0.40	Very High	Mean	3.16	0.69	High	3.35	0.46	Very High
3.32	0.41	Very High	3.29	0.39	Very High	Grand Mean for II	3.31	0.43	Very High	3.36	0.37	Very High
3.45	0.27	Very High	3.33	0.34	Very High	Over-all Mean (I and II)	3.42	0.29	Very High	3.38	0.33	Very High

In terms of effectiveness and efficiency in Oral communication, the respondents from CNU and CTU rated it as very high. The results confirm the researcher's insight that listening to others will make one gain a full understanding of issues presented in clear and concise manner orally to ensure others can understand the ideas. According to Paterson (2000), that involves speaking calmly, giving eye contact, smiling when appropriate, and maintaining an open and relaxed posture (Paterson, 2000).

On effectiveness and efficiency of written communication in terms of *knowing the different written business communication formats used*, the respondents of CNU and CTU rated high; *writes routine correspondence/communication, narrative and descriptive report based on readily available information data with minimal spelling and grammatical errors*, the respondents of CNU rated it as high (3.22) while CTU respondents rated it as very high (3.26); *secures information from required reference*, the CNU respondents rated it as high (3.19) while CTU respondents rated it as very high (3.36).

This means that communication is more than the choice of words. In fact, body language often speaks louder than words. (Gottman & DeClaire, 2001). In order to overcome this communication challenge, there is a need to be aware of what messages one's body language and tone of voice may be sending to others.

On effectiveness and efficiency of written communication in terms of *writing routine correspondence/ communication, narrative and descriptive report based on readily available information data with minimal spelling and grammatical errors*, the respondents of CNU rated it as high (3.22) while CTU respondents rated it as very high (3.26); *secures information from required reference*, the CNU respondents rated it as high (3.19) while CTU respondents rated it as very high (3.36); *self-edits words, numbers, phonetic notation if necessary*, the CNU respondents rated it as high (3.25) while CTU respondents was very high (3.28); *demonstrates clarity, fluency, conciseness and effectiveness in written communication*, CNU respondents' rating was very high (3.28) while CTU respondents' rating was high (3.11). The results of the study support the researcher's insight that effective written communication develops and enhances an organization's image; it provides ready records and references.

According to Deming's theory, Total Quality Management is the umbrella concept encompassing good management techniques.

On effectiveness of computer/ICT skills in terms of *preparing basic composition and graphic presentation using Word Processing and Excel*, the CNU respondents rated it as very high (3.28) while CTU respondents rated it as high (3.23); in terms of *identifying computer parts, turns the computer on/off and work on a given task with acceptable speed and accuracy and*

connects computer peripherals, both the CNU respondents and CTU respondents rated it as high (3.03). The results show that the two state universities are adopting new technologies in developing employees' technological literacy to be more effective in their reports which includes Microsoft Word Processing and Excel. According to Milligan (2006), Information and Communication Technologies have made it possible to have fast access to and distribution of information. They allow new ways of doing work in real time more effectively and efficiently.

IV. TEST OF RELATIONSHIPS

Table 4.1.
Profile and Level of Motivation

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Age				
Intrinsic	58.443	0.251	Do not Reject Ho	Not Significant
Extrinsic	17.784	0.813	Do not Reject Ho	Not Significant
Sex				
Intrinsic	20.767	0.048*	Reject Ho	Significant
Extrinsic	6.997	0.321	Do not Reject Ho	Not Significant
Civil Status				
Intrinsic	13.370	0.420	Do not Reject Ho	Not Significant
Extrinsic	5.224	0.509	Do not Reject Ho	Not Significant
Highest Educational Attainment				
Intrinsic	41.628	0.357	Do not Reject Ho	Not Significant
Extrinsic	20.711	0.294	Do not Reject Ho	Not Significant
Years of Service				
Intrinsic	73.181	0.227	Do not Reject Ho	Not Significant
Extrinsic	19.889	0.919	Do not Reject Ho	Not Significant

This table shows that the only profile significantly related with the level of motivation is sex as shown by the p-value of 0.048 which is less

than the 0.05 level of significance; hence, the null hypothesis was rejected. The result of the study disproves the researcher's belief that male workers regard pay, benefits, authority, status and power noticeably more than do female workers. Women place their greatest workplace values on relationships, respect, communication, fairness, equity, collaboration and work-family balance. According to (Hepworth (2002); Gareth and Jennifer (2003); Sousa-Poza and Sousa-Poza (2000) and Guth and Taguiri (2007) men do not tend to be especially aware of the factors that women value and women tend to overestimate how much men value money, status and power.

4.2. Profile and Level of Effectiveness

Table 4.2.1
Age

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Age				
I. Core Behavioral Competencies	127.192	0.404	Do not Reject Ho	Not Significant
<i>Self Management</i>	37.343	0.111	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	39.736	0.040*	Reject Ho	Significant
<i>Results Focus</i>	30.331	0.735	Do not Reject Ho	Not Significant
<i>Teamwork</i>	36.864	0.122	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	36.641	0.301	Do not Reject Ho	Not Significant
<i>Innovation</i>	24.277	0.667	Do not Reject Ho	Not Significant
II. Core Skills	94.512	0.298	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	40.863	0.135	Do not Reject Ho	Not Significant
<i>Written Communication</i>	42.816	0.351	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	39.895	0.648	Do not Reject Ho	Not Significant

This table shows that it is only in professionalism and ethics that age has significant relationship. The p-value of 0.40 is less than the 0.05 level of significance; therefore, the null hypothesis is rejected. This contradicts to the researcher's insight that age is not a basis of being professional holistically.

Table 4.2.2
Sex

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Sex				
I. Core Behavioral Competencies	34.221	0.316	Do not Reject Ho	Not Significant
<i>Self Management</i>	11.593	0.115	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	6.108	0.527	Do not Reject Ho	Not Significant
<i>Results Focus</i>	8.705	0.465	Do not Reject Ho	Not Significant
<i>Teamwork</i>	11.287	0.127	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	10.820	0.212	Do not Reject Ho	Not Significant
<i>Innovation</i>	2.273	0.943	Do not Reject Ho	Not Significant
II. Core Skills	18.042	0.429	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	7.386	0.496	Do not Reject Ho	Not Significant
<i>Written Communication</i>	16.360	0.043*	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	17.950	0.024*	Reject Ho	Significant

Table 4.2.2 shows the relationship between the respondents' profile in terms of sex and the level of effectiveness. It reveals that sex is significantly related with written communication and computer/ ICT skills as shown by the respective p-values of 0.043 and 0.024 which are less than the 0.05 level of

significance, thus rejecting the null hypothesis. This means that sex is associated with one's written communication skills and computer/ICT skills.

Table 4.2.3
Civil Status

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Civil Status				
I. Core Behavioral Competencies	30.659	0.483	Do not Reject Ho	Not Significant
<i>Self Management</i>	9.044	0.250	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	4.115	0.786	Do not Reject Ho	Not Significant
<i>Results Focus</i>	12.057	0.210	Do not Reject Ho	Not Significant
<i>Teamwork</i>	8.753	0.271	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	15.854	0.045*	Reject Ho	Significant
<i>Innovation</i>	5.569	0.591	Do not Reject Ho	Not Significant
II. Core Skills	29.411	0.133	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	15.016	0.034*	Reject Ho	Significant
<i>Written Communication</i>	10.867	0.369	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	7.390	0.767	Do not Reject Ho	Not Significant

Table 4.2.3 shows the relationship between the respondents' in terms of civil status level of effectiveness. It reveals that civil status and service orientation were associated with each other. The p-value of 0.045 is less than the 0.05 level of significance showing a significant relationship, therefore, the null hypothesis was rejected. On the other hand, civil status was also seen to have a significant with oral communication skills as shown in the p-value of 0.034 which is less than the significance level; hence, the null hypothesis was

likewise rejected. Other indicators did not appear to have any association with civil status. Being single or married has no effect on the level of effectiveness except for service orientation and oral communication skills.

Table 4.2.4
 Highest Educational Attainment

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Highest Educational Attainment				
I. Core Behavioral Competencies	92.584	0.493	Do not Reject Ho	Not Significant
<i>Self Management</i>	25.716	0.217	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	21.205	0.446	Do not Reject Ho	Not Significant
<i>Results Focus</i>	35.382	0.129	Do not Reject Ho	Not Significant
<i>Teamwork</i>	16.475	0.742	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	23.224	0.507	Do not Reject Ho	Not Significant
<i>Innovation</i>	17.405	0.686	Do not Reject Ho	Not Significant
II. Core Skills	56.040	0.804	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	17.471	0.828	Do not Reject Ho	Not Significant
<i>Written Communication</i>	21.073	0.886	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	38.021	0.217	Do not Reject Ho	Not Significant

This table shows that the respondents' highest educational attainment had no influence over their level of effectiveness. All p-values respectively, are greater than the 0.05 level of significance, thus accepting the null hypothesis. It can be inferred that the respondents were not mindful of improving their educational qualifications.

Table 4.2. 5
Years of Service

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Years of Service				
I. Core Behavioral Competencies	162.170	0.330	Do not Reject Ho	Not Significant
<i>Self Management</i>	33.487	0.541	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	42.229	0.187	Do not Reject Ho	Not Significant
<i>Results Focus</i>	41.872	0.605	Do not Reject Ho	Not Significant
<i>Teamwork</i>	32.146	0.607	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	62.243	0.014*	Reject Ho	Significant
<i>Innovation</i>	26.178	0.859	Do not Reject Ho	Not Significant
II. Core Skills	124.987	0.156	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	41.768	0.394	Do not Reject Ho	Not Significant
<i>Written Communication</i>	70.118	0.032*	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	54.669	0.487	Do not Reject Ho	Not Significant

The table above reveals the relationship between the respondents' number of years in service and their level of effectiveness. It shows that years of service is associated with service orientation and written communication. The p-values 0.014 and 0.032 respectively are less than the 0.05 level of significance; hence, the null hypothesis was rejected which means that the longer the respondents are in service, the higher is their level of effectiveness in terms of service or orientation and written communication skills. The result

of the study supports the researcher's insights that the length of service is a factor in today's workplace.

4.3 Profile and Level of Efficiency

Table 4.3.1
Age

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Age				
I. Core Behavioral Competencies	125.281	0.551	Do not Reject Ho	Not Significant
<i>Self Management</i>	35.954	0.045*	Reject Ho	Significant
<i>Professionalism and Ethics</i>	32.541	0.114	Do not Reject Ho	Not Significant
<i>Results Focus</i>	34.119	0.366	Do not Reject Ho	Not Significant
<i>Teamwork</i>	35.092	0.167	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	47.080	0.102	Do not Reject Ho	Not Significant
<i>Innovation</i>	26.197	0.755	Do not Reject Ho	Not Significant
II. Core Skills	113.929	0.017*	Reject Ho	Significant
<i>Oral Communication</i>	22.109	0.776	Do not Reject Ho	Not Significant
<i>Written Communication</i>	29.971	0.047*	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	48.942	0.016*	Reject Ho	Significant

This table shows the relationship between the respondents' profile in terms of age and their level of efficiency in terms of core behavioral competencies and core skills. It reveals that age has influence over self-management, written communication skills and computer/ICT skills as shown in the respective p-values of 0.045, 0.047 and 0.016 which are all less than the 0.05 level of significance, hence rejecting the null hypothesis. It can be inferred that the older the personnel is, the more efficient is his self-management and written communication skills. On the other hand, since the

young generation is more adept in the use of technology, it can also be inferred that the association seen here is the opposite. The younger the personnel is, the more efficient is his computer/ICT skills. A person with good self management skills will have clear priorities and be able to critically review their strengths and weaknesses. Written communication helps in laying down apparent principles, policies and rules for running an organization.

Table 4.3.2
Sex

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Sex				
I. Core Behavioral Competencies	33.054	0.415	Do not Reject Ho	Not Significant
<i>Self Management</i>	7.049	0.316	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	7.632	0.266	Do not Reject Ho	Not Significant
<i>Results Focus</i>	6.370	0.606	Do not Reject Ho	Not Significant
<i>Teamwork</i>	8.411	0.298	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	17.652	0.039*	Reject Ho	Significant
<i>Innovation</i>	7.806	0.453	Do not Reject Ho	Not Significant
II. Core Skills	19.830	0.532	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	5.876	0.554	Do not Reject Ho	Not Significant
<i>Written Communication</i>	13.702	0.050*	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	20.080	0.046*	Reject Ho	Significant

This table shows the relationship between the respondents' profile in terms of sex and their level of efficiency. It was noted that sex is significantly associated with service orientation, written communication skills and computer/IC skills. The respective p-values of 0.039, 0.050 and 0.046 are less than the 0.05 level of significance; therefore, the null hypothesis was rejected.

Several studies in the last 30 years or so have consistently indicated that women are better communicators than men. Some of these suggest that women use many more words than men (in some cases using anywhere from 10,000 to 20,000 words a day to a man's 5,000 to 10,000). They also suggest that women's capacity to listen with empathy is superior to men's on average, with females being more prone to wait and let men finish their sentences, not interrupt so often in general and better paraphrase and summarize what has been said, as appropriate. (Warner 2013) This implies that women can be better front liners in an organization.

According to Sophie Johnson (2015), females process language in a part of the brain that uses language abstract thinking while males' brain rely on visual or auditory areas to feed written or verbal stimulus into the brains language centers. Men and women traditionally communicate in different ways. Each has different strengths and weaknesses when it comes to communication, use their different methods to communicate their thoughts,

ideas and feelings. Understanding these differences can lead to improved communication between the genders in the workplace.

Table 4.3.3
Civil Status

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Civil Status				
I. Core Behavioral Competencies	28.011	0.669	Do not Reject Ho	Not Significant
<i>Self Management</i>	5.775	0.449	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	6.159	0.406	Do not Reject Ho	Not Significant
<i>Results Focus</i>	6.712	0.568	Do not Reject Ho	Not Significant
<i>Teamwork</i>	16.298	0.023*	Reject Ho	Significant
<i>Service Orientation</i>	17.280	0.045*	Reject Ho	Significant
<i>Innovation</i>	9.962	0.268	Do not Reject Ho	Not Significant
II. Core Skills	20.259	0.505	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	8.928	0.258	Do not Reject Ho	Not Significant
<i>Written Communication</i>	4.501	0.809	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	14.782	0.254	Do not Reject Ho	Not Significant

The table shows the relationship between the respondents' profile in terms of civil status and their level of efficiency. It reveals that civil status was significantly related with teamwork and service orientation. The respective p-values of 0.023 and 0.045 are less than the 0.05 level of significance; hence the null hypothesis was rejected. It can be inferred that married employees have more responsibilities at home which may have impact on the

performance of their role as a team member. The researcher believes that one of the strengths of teamwork within an organization is the ability to bring together different point of view to create solution to an issue. The team creates solutions that vary from different perspectives of the individual group of members.

Older workers are often liable to encounter difficulties in employment and occupation because prejudice about their capacities and willingness to learn and tendency to neglect their experiences and pressures to hire younger workers. One must be committed to embrace the diversity of the workforce, the customers, and the communities being served and respecting all employment opportunity and affirmative action policies in the continuous effort to attain an inclusive organization and to better serve the client.

Table 4.3.4
Highest Educational Attainment

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Highest Educational Attainment				
I. Core Behavioral Competencies	94.062	0.537	Do not Reject Ho	Not Significant
<i>Self Management</i>	21.785	0.242	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	15.280	0.643	Do not Reject Ho	Not Significant
<i>Results Focus</i>	28.882	0.225	Do not Reject Ho	Not Significant
<i>Teamwork</i>	22.953	0.347	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	13.384	0.787	Do not Reject Ho	Not Significant
<i>Innovation</i>	26.228	0.342	Do not Reject Ho	Not Significant
II. Core Skills	63.840	0.447	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	17.007	0.711	Do not Reject Ho	Not Significant
<i>Written Communication</i>	23.535	0.488	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	58.002	0.012*	Reject Ho	Significant

The table shows the relationship between the respondents' profile in terms of highest educational attainment and their level of efficiency. It reveals that HEA has impact only on computer/ICT skills as shown in the p-value of 0.012 which is less than the 0.05 level of significance, hence rejecting the null hypothesis. It can be inferred that the higher the educational attainment the

personnel has, the more efficient he becomes in the use of the computer or ICT.

The use of ICT has fundamentally changed the practices and procedures of nearly all endeavors within business and governance. In this world today, ICT is moving rapidly into digital media and information. The role of ICT in education is becoming more and more important and this importance will continue to grow and develop.

Table 4.3.5
Years of service

Profile/indicators	Chi-squared	p-value	Decision on Ho	Interpretation
Years of Service				
I. Core Behavioral Competencies	175.324	0.183	Do not Reject Ho	Not Significant
<i>Self Management</i>	28.634	0.537	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	29.043	0.513	Do not Reject Ho	Not Significant
<i>Results Focus</i>	42.626	0.359	Do not Reject Ho	Not Significant
<i>Teamwork</i>	29.083	0.749	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	66.203	0.021*	Reject Ho	Significant
<i>Innovation</i>	37.625	0.578	Do not Reject Ho	Not Significant
II. Core Skills	129.468	0.053	Do not Reject Ho	Not Significant
<i>Oral Communication</i>	22.099	0.956	Do not Reject Ho	Not Significant
<i>Written Communication</i>	51.006	0.114	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	54.527	0.675	Do not Reject Ho	Not Significant

The table reveals the relationship between the respondents' profile in terms of number of years in service and their level of efficiency. It shows that length of service is significantly related only with service orientation. The p-

value of 0.021 is less than the 0.05 level of significance, hence rejecting the null hypothesis. This implied that service orientation improves as the personnel stays longer in an organization.

In today's increasingly competitive environment, quality service and customer satisfaction are critical to corporate organizations. Customer satisfaction is the route to sustained high performance. Training all employees regardless of the length of service is very useful for them to use and apply consistent customer service skills allowing them to have a common process and language when assisting the customer. This will allow the organization to have an interaction of excellent service to the customer.

4.3 Motivation and Level of Effectiveness

Table 4.4.1
Intrinsic Factors

Variables/indicators	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Intrinsic factors					
I. Core Behavioral Competencies	0.419	Moderate	0.000**	Reject Ho	Significant
<i>Self Management</i>	0.373	Low	0.001**	Reject Ho	Significant
<i>Professionalism and Ethics</i>	0.209	Low	0.065	Do not Reject Ho	Not Significant
<i>Results Focus</i>	0.416	Moderate	0.000**	Reject Ho	Significant
<i>Teamwork</i>	0.290	Low	0.010**	Reject Ho	Significant
<i>Service Orientation</i>	0.374	Low	0.001**	Reject Ho	Significant
<i>Innovation</i>	0.283	Low	0.011*	Reject Ho	Significant
II. Core Skills	0.437	Moderate	0.000**	Reject Ho	Significant
<i>Oral Communication</i>	0.410	Moderate	0.002**	Reject Ho	Significant
<i>Written Communication</i>	0.347	Low	0.001**	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	0.356	Low	0.000**	Reject Ho	Significant

This table shows the relationship between the respondents' motivation in terms of intrinsic factors and their level of effectiveness. It reveals that motivation has influence over all areas except professionalism and ethics. It has a p-value of 0.065 which is greater than the 0.05 level of significance, thus accepting the null hypothesis which means that there is a significant relationship between motivation and level of effectiveness in terms of professionalism and ethics.

It is in the underlying characteristics of a person which results to an effective and superior performance on the job. It includes attributes, knowledge and skills, ability or the quality that contributes to successful job performance.

Motivation improves work related process by seeking the most efficient and effective ways to achieve certain things and implement them accordingly. It is focused on achieving goals and delivering high quality work/ assignments within the stipulated period with minimum effort and maximum results.

Table 4.4.2
Extrinsic Factors

Variables/indicators	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Extrinsic factors					
I. Core Behavioral Competencies	0.226	Low	0.045*	Reject Ho	Significant
<i>Self Management</i>	0.087	Negligible	0.448	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	0.070	Negligible	0.540	Do not Reject Ho	Not Significant
<i>Results Focus</i>	0.236	Low	0.036*	Reject Ho	Significant
<i>Teamwork</i>	0.183	Very low	0.107	Do not Reject Ho	Not Significant
<i>Service Orientation</i>	0.228	Low	0.043*	Reject Ho	Significant
<i>Innovation</i>	0.222	Low	0.049*	Reject Ho	Significant
II. Core Skills	0.298	Low	0.008**	Reject Ho	Significant
<i>Oral Communication</i>	0.219	Low	0.053	Do not Reject Ho	Not Significant
<i>Written Communication</i>	0.208	Low	0.066	Do not Reject Ho	Not Significant
<i>Computer/ ICT Skills</i>	0.317	Low	0.004**	Reject Ho	Significant

This table shows the relationship between the respondents' motivation in terms of extrinsic factors and their level of effectiveness. It reveals that extrinsic factors are significantly related to results focus, service orientation, innovation and computer/ICT skills. The respective p-values of 0.036, 0.043, 0.049 and 0.004 were less than the 0.05 level of significance; therefore the null hypothesis was rejected. On the other hand, extrinsic factors of

motivation have no association with self-management, professionalism and ethics, teamwork, oral communication and written communication whose respective p-values were greater than the 0.05 level of significance thereby accepting the null hypothesis.

The reinforcement theory which states that individuals are motivated when the behaviors are reinforced fails to account for employees the ability to think critically and reasons, both of which are important aspects of human motivation. It is important to deal with performance problem as they arise, provide low performer with feedback, coaching and development to help bring their performance back up to standard.

Motivation is a greatest challenge, in today's complicated workplace where issues of competition, technology are dominant. Creating an environment that motivates employees to functions as effectively as possible is a paramount in delivering service quality, reducing customer defects and retaining customers is crucial to service organization survivability. With higher level of customer service, greater customer satisfaction will follow. Work motivation influences on different stages of innovative behavior. To maximize productivity requires them to be motivated.

4.4 Motivation and Level of Efficiency; and

Table 4.5.1
Intrinsic Factors

Variables/indicators	Pearson - r	p-value	Decision on Ho	Interpretation
Intrinsic factors				
I. Core Behavioral Competencies	0.481	0.000**	Reject Ho	Significant
<i>Self Management</i>	0.422	0.000**	Reject Ho	Significant
<i>Professionalism and Ethics</i>	0.324	0.004**	Reject Ho	Significant
<i>Results Focus</i>	0.427	0.000**	Reject Ho	Significant
<i>Teamwork</i>	0.340	0.002**	Reject Ho	Significant
<i>Service Orientation</i>	0.379	0.001**	Reject Ho	Significant
<i>Innovation</i>	0.348	0.002**	Reject Ho	Significant
II. Core Skills	0.413	0.000**	Reject Ho	Significant
<i>Oral Communication</i>	0.332	0.003**	Reject Ho	Significant
<i>Written Communication</i>	0.303	0.007**	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	0.364	0.001**	Reject Ho	Significant

This table shows the relationship between motivation in terms of intrinsic factors and level of efficiency. It reveals that intrinsic factors have impact over all indicators of efficiency as shown in the p-values which are all less than the 0.05 level of significance; thus the null hypothesis was rejected.

The result of the study supports the researcher's insight because motivation is critically important for employees. Among other things, it is essential that the management identifies the individual needs of their employees and motivate them accordingly so as to bring out the best of them. This implies that efforts towards motivating employees should be more on

the intrinsic factors. Motivating someone intrinsically implies leading the individual to a goal by satisfying individual needs and values.

Another implication is in the hiring process making sure that the applicant has already with him/her the right motivation in applying for the job. Personal goals possess many important attributes that may have moderate effects on intrinsic motivation through the motivational process. Thus, the goal setting dominantly inquires the performance focus results on intrinsic motivation.

Moreover working well together is important to foster unified commitment, a sense of belongingness and give the team members a possibility for growth.

Employees are truly motivated when they work towards goals that mean something personally to them and they have a hand in creating. Making the goal is a challenge to reach but still attainable and provide regular feedback. Giving feedback is really important in order to improve what is unmet in the objectives. Communication and feedback reduces errors and frustrations. Failing to provide effective feedback can lead to wasted efforts, increased error rates and lower productivity.

Table 4.5.2
Motivation and Level of Efficiency;

Variables/indicators	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Extrinsic factors					
I. Core Behavioral Competencies	0.283	Low	0.012*	Reject Ho	Significant
<i>Self Management</i>	0.171	Very low	0.133	Do not Reject Ho	Not Significant
<i>Professionalism and Ethics</i>	0.109	Very low	0.339	Do not Reject Ho	Not Significant
<i>Results Focus</i>	0.246	Low	0.029*	Reject Ho	Significant
<i>Teamwork</i>	0.243	Low	0.031*	Reject Ho	Significant
<i>Service Orientation</i>	0.219	Low	0.052	Do not Reject Ho	Not Significant
<i>Innovation</i>	0.318	Low	0.004**	Reject Ho	Significant
II. Core Skills	0.403	Moderate	0.000**	Reject Ho	Significant
<i>Oral Communication</i>	0.290	Low	0.010**	Reject Ho	Significant
<i>Written Communication</i>	0.387	Low	0.000**	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	0.313	Low	0.005**	Reject Ho	Significant

Table 4.5.2 shows the relationship between motivation in terms of extrinsic factors and respondents' level of efficiency. Significantly, extrinsic factors have no bearing with self-management, professionalism and ethics and service orientation. The respective p-values of 0.133, 0.339 and 0.052 are greater than the 0.05 level of significance, thus accepting the null hypothesis since it indicated no significant relationship. Adversely extrinsic factors have significant relationship with results focus, teamwork, innovation, oral communication, written communication and computer/ICT skills.

Extrinsic motivation is important under several circumstances like routines and individual differences would create compelling vision and set

clear goals. Motivated employees are not only beneficial to the institution but it is also to the employee as motivation brings happiness and personal growth.

Motivated people have a positive outlook; they are highly adaptable particularly when it comes to change, and they have positive attitude at work.

Over-all Correlation

Variables/indicators	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Motivation vs. Effectivity	0.485	Moderate	0.000**	Reject Ho	Significant
Motivation vs. Efficiency	0.545	Moderate	0.000**	Reject Ho	Significant
Effectivity vs. Efficiency	0.855	High	0.000**	Reject Ho	Significant

The table presents the overall test of relationship between the level of motivation and level of effectivity and efficiency of the respondents. According to Herzberg theory, there are two factors of motivation, the intrinsic and extrinsic motivation, if the employee is extrinsically motivated such promotion, fame, job security, money, salaries the level of effectiveness and efficiency increases. If the employee is intrinsically motivated such happy and contented with their work, job satisfaction, the level of effectiveness and efficiency increases.

Table 4.6
Effectivity and Efficiency

Variables/indicators	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
I. Core Behavioral Competencies	0.877	High	0.000**	Reject Ho	Significant
<i>Self Management</i>	0.833	High	0.000**	Reject Ho	Significant
<i>Professionalism and Ethics</i>	0.762	High	0.000**	Reject Ho	Significant
<i>Results Focus</i>	0.838	High	0.000**	Reject Ho	Significant
<i>Teamwork</i>	0.858	High	0.000**	Reject Ho	Significant
<i>Service Orientation</i>	0.688	Moderate	0.000**	Reject Ho	Significant
<i>Innovation</i>	0.754	High	0.000**	Reject Ho	Significant
II. Core Skills	0.811	High	0.000**	Reject Ho	Significant
<i>Oral Communication</i>	0.767	High	0.000**	Reject Ho	Significant
<i>Written Communication</i>	0.649	Moderate	0.000**	Reject Ho	Significant
<i>Computer/ ICT Skills</i>	0.879	High	0.000**	Reject Ho	Significant

The preceding table shows the relationship between level of effectiveness and level of efficiency in terms of core behavioral competencies and core skills. It reveals that effectivity and efficiency are significantly related with each other since all p-values are less than the 0.05 level of significance, hence rejecting the null hypothesis.

This is because competencies focus on the characteristics of people who are successful in performing the work.

Competencies are part of people, not the work they do. Competencies do better in pinpointing the unique characteristics of people that lead to success (Rothwell, 2011).

Effectiveness and level of efficiency of self management are significant because according to McGregor Theory X and Y, all people are capable of development and of taking responsibility while having the willingness to contribute to organizational goals. Positive motivation rewards acceptable performance while negative motivation emphasizes punishment if performance is unacceptable or contrary to official policy. Motivation is a process that has to be maintained through proper people management and employees need opportunity to achieve the higher levels of needs. Managers should be concerned with the employee's attitudes as the attitude of the worker determines the level of productivity. (International Journal of Humanities and Social Science Vol. 3 No. 14 [Special Issue - July 2013] 229

It is important to train employees to be ethical which helps build a strong team and foster professionalism amongst employee thereby increasing work productivity (Zaineb, 2010). Setting clear priorities helps to ensure that time and resources are allocated to the most important tasks.

Employees must be made aware of high- and low-priority goals, tasks, processes, and customers. Processes must be developed to ensure that resources are allocated disproportionately to high priority tasks. (Sullivan, 2011)

Teamwork always helps in increasing workplace productivity since there is more input in the form of more ideas and minds at work.

Working alone is not always the happiest situation either, especially in the field. Successful team building and working together is bound to bring out the best out of the employees (Jones, 2010)

Though educated employees are more efficient employees it needs to take the time to thoroughly train all employees in dealing services towards the client that ensures they are completing tasks as efficiently as possible. (Bekermeier)

Innovative workplaces are cost-effective, flexible, and sustainable work environments that support organizational change and collaborative work in successful styles.

Without an effective system of communication in place, one will have difficulty in achieving goals and even in functioning properly. Effective and efficient communication means that employees should know the hierarchy and expertise within the company. They should know who to reach out to regarding their concerns. Maintaining and enhancing productivity in the workplace is not always very easy to accomplish but it can also be boiled down to some simple concepts. (Boitnott, 2015).

The workplace must have the best machinery, devices and equipment that yield error free results in the minimum possible time.

Efficient electronic equipment with no connectivity issues and breakdowns will help to save precious time. They should take the place of paper work, and yield fast results. Some of these include such as laptops, tablet computers, latest applications and software that offers quick connectivity and access. (Jones, 2010)

Table 5
Test of Difference between the Level of Effectivity and Efficiency

Source of difference	Mean	SD	t-value	p-value	Decision on Ho	Interpretation
Motivation						
<i>CNU</i>	3.43	0.29	-1.956	0.054	Do not Reject Ho	Not Significant
<i>CTU</i>	3.57	0.32				
Effectivity						
<i>CNU</i>	3.45	0.27	1.764	0.082	Do not Reject Ho	Not Significant
<i>CTU</i>	3.33	0.34				
Efficiency						
<i>CNU</i>	3.42	0.29	0.542	0.589	Do not Reject Ho	Not Significant
<i>CTU</i>	3.38	0.33				

The table shows the test of difference between level of effectivity and level of efficiency. It reveals that there is no significant difference among the variables when respondents were grouped by school. This means their profile this has nothing to do with their motivation, effectiveness and efficiency in the workplace.

Table 6
Facilitating and Hindering Factors

Respondents (%)	Facilitating Factors	Hindering Factors	Respondents (%)
70%	Security of Tenure	Limited Funds and Limited employees	75 %
15%	Commitment	Limited resources	10%
10%	Good Governance	Communication	10%
5%	Resourcefulness	Ambiance	5%

Hindering Factors

Communication

Communication is one of the hindering factors that need to be improved either verbal or written. It is vital in the daily activities to promote harmony and to prevent miscommunication. Open communication is vital to success.

Limited resources

Working with limited resources can cause delay of the desired results when it comes to submission of reports. The employees are not effective and efficient with their job.

Limited Funds and Limited Employees

Many of the employees are not permanent. There are few employees who are regular permanent employees. Many employees do multi tasking even

if the tasks are not related to their job description. There are so many things to do, but there are limited employees due to limited of funds.

Ambiance

Having good working environment and comfortable working place is the best thing to achieve.

Facilitating Factors

Security of Tenure

As employees in the government for more than a decade, the employees were contented and happy with their job because of all the benefits, stable career. Some of the employees have no eligibilities those who are in the administrative aide position but now it strictly a must to have eligibilities for those employee who are applying for a job.

Commitment

As a government employee it brings energy and initiative to do one's job every day. It is also important for one to identify and get to know one's own strengths. When one's strengths are put to good use, he/she can do his/her best and that provides satisfaction.

Resourcefulness

Working in the government is quiet challenging because in one's own way he/she would able to find new things that are useful. He/She must be productive somehow, get the information and results on his/her own but not relying on others, being organized and be able to solve the problems right away. As a government employee, finding a way to accomplish a task when usual equipment or means is not working or available is resourcefulness.

Good Governance

As an employee in the public or private sector, one should be accountable of all his/her actions all the time. This exercise of power helps improve quality of life enjoyed by all citizens.

Facilitating and Hindering Factors that influence the non teaching personnel in the state universities in the province of Cebu

The researcher asked permission from the office of the President of the state university to conduct her study and randomly discuss with the employees. Due to the busy schedules in their respective offices, the researcher talked to their HRMO's regarding the norms in conducting her research.

To make the respondents comfortable, they were assured that these people can express their concerns without inhibition. The researcher delved about their major concern in the workplace.

During this course of discussion the following themes were derived.

Theme 1: Limited employee

When the researcher asked about how many non teaching personnel in the state university, the section heads answered that there are only limited employees in the state university because majority of the personnel are job orders. Due to lack of personnel, they have to prioritize everything but still they can manage it smoothly.

Theme 2: Limited funds and resources

Majority of the personnel are job orders in their items, not yet regular in their position because there no open items and limited of funds. The government is implementing the rationalization. There are limited position items. Some of the campuses are only less than 20 regular employees, and the other campus has only one regular employee.

PROPOSED ACTION PLAN
IJSER

by:

ALMAE THERESE E. MARTINEZ

Rationale

Based on the findings of the study and considering the present conditions and challenges faced by the non teaching personnel in the State Universities in the Province of Cebu, this proposed action plan is offered for the improvement of this condition and better workplace.

General Objective

To uplift the present condition of the non teaching personnel in the state universities in the Province of Cebu towards the attainment of its desired vision, mission, goals and objectives.

Specific Objective

1. understand the principles and techniques of work-related communication
2. be able to communicate work related information verbally
3. appreciate the importance of motivation, effectiveness and efficiency according to its core competencies

Table 7 Proposed Action Plan

Areas of Concern	Objectives	Strategies/ Activities	Persons/Agencies Involved	Time Frame	Expected Budget	Expected Outcomes
Communication skills	To improve proficiency of non-teaching employees in both oral and written communication	<ul style="list-style-type: none"> • regular, one to one/ feedback and mentoring meeting • focus groups 	Section heads, HRMO, Employees	Twice a year	Php 100,000	Improved oral and written communication skills on non-teaching employees
Teambuilding	to promote higher motivation is responsible for higher productivity at all times	<ul style="list-style-type: none"> • recognize employees • maintain workforce satisfaction • help fulfill career goals • regular department team meeting • team briefing 	Section Heads, HRMO, employees	Once a year	Php 200,000	More cohesive and unified team

CHAPTER III

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations of this study.

Summary of Findings

This study revealed that majority of the respondents were in the age bracket of 40 years old and above. It showed that the respondents are mostly male, married, college graduate, with 10 years in the government service.

There were significant relationships between the profile and level of motivation, profile and level of effectiveness, profile and level of efficiency. In terms of motivation, there were also significant relationship in terms of motivation and level of effectiveness, motivation and level of efficiency and effectivity and efficiency.

There was no significant difference among the level of motivation, effectiveness and efficiency of the non teaching personnel in the selected state universities in the Province of Cebu. This means that regardless of their profile, this has nothing to do with their motivation, effectiveness and efficiency in the university.

Conclusion

Based on the findings of the study, the researcher concluded that the motivation, the level of effectiveness and efficiency of non teaching personnel in the selected state universities in the Province of Cebu have no significant relationships.

Recommendation

It is recommended that the proposed action plan be implemented.

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APPENDICES

APPENDIX A-1

February 12, 2016

DR. ROSEIN A. ANCHETA JR.

SUC President IV
Main Campus, R. Palma St.
Cebu City

Dear **Dr. Ancheta,**

The undersigned is currently pursuing a study entitled **Motivation, Effectiveness and Efficiency of Non-Teaching Personnel of State Universities in Cebu Province.**

In line with this, I would like to ask your permission from you to allow me to conduct the study. The data will be vital to the success of this study. Rest assured that all data obtained will be kept with utmost confidentiality.

Thank you very much

Respectfully yours,

ALMAE THERSE E. MARTINEZ

DPA Student

Noted:

Dr. BELINDA COMAHIG

Research Adviser

Approved by:

Dr. LOUELLA P. ZAFRA

Dean, College of Management and Accountancy

APPENDIX A-2

February 26, 2016

DR. MARCELO T. LOPEZ
SUC President III
Cebu Normal University
Cebu City

THRU: EPPIE B. LAO

Human Resource and Management Officer
Osmena Boulevard, Cebu City
Philippines, 6000

Dear Sir/ Madame:

I am Almae Therese E. Martinez; Doctor of Public Administration student of Southwestern University would like to conduct a study entitled Motivation, Effectiveness and Efficiency of Non-Teaching Personnel of State Universities in the Province of Cebu. This is in the partial fulfillment of the subject Dissertation B.

In the line with this, I would like to ask permission from your good office to allow me to conduct the study. The data will be vital to the success of this study. Rest assured that all data obtained will be kept with utmost confidentiality.

Thank you very much

Respectfully yours,

ALMAE THERSE E. MARTINEZ
DPA Student

Noted:

Dr. BELINDA COMAHIG
Research Adviser

Approved by:

Dr. LOUELLA P. ZAFRA
Dean, College of Management and Accountancy

Appendix A-3

TRANSMITTAL LETTER TO THE RESPONDENTS

Greetings!

I am currently conducting a research entitled "Motivation, Effectiveness and Efficiency of Non-Teaching Personnel of State Universities in the Province of Cebu".

In this regard, kindly answer the following questions honestly. Your responses will greatly contribute to the success of my study. Rest assured these will be treated with utmost confidentiality and used only for this study.

Thank you and God Bless.

Sincerely yours,

ALMAE THERESE E. MARTINEZ
Researcher

CURRICULUM VITAE

ALMAE THERESE E. MARTINEZ, B.S.N., RN, MAN

AGE : 27 years of age
SEX : Female
HEIGHT : 5'0"
WEIGHT : 90 lbs.
DATE OF BIRTH : October 15, 1988
PLACE OF BIRTH : Cebu City
CIVIL STATUS : Single
CITIZENSHIP : Filipino
RELIGION : Roman Catholic
FATHER'S NAME : Alfonso H. Martinez
MOTHER'S NAME : Marietta E. Martinez

EDUCATIONAL BACKGROUND

POST GRADUATE

- Doctor of Public Administration-Southwestern University

GRADUATE

- Master of Arts in Nursing major in Medical Surgical Nursing-Southwestern University

TERTIARY :Cebu Doctors' University- College of Nursing

Bachelor of Science in Nursing
SY: 2009-2010

SECONDARY : University of San Carlos Girls High School
J. Alcantara St. Cebu City
SY: 2004-2005

PRIMARY : University of San Carlos South Grade School
J. Alcantara St. Cebu City
SY: 2000-2001